Performance: Writing an imaginative text

This sample is intended to inform the design of assessment instruments in the senior phase of learning. It highlights the qualities of student work and the match to the syllabus standards.

Criteria assessed

- Writing

Assessment instrument

The response presented in this sample is in response to an assessment task.

**Task:** Write an imaginative short story of over 500 cha. You may choose your own topic.

Instrument-specific criteria and standards

Student responses have been matched to instrument-specific criteria and standards. Those standards which best describe the student work in this sample are shown below. For more information about the syllabus dimensions and standards descriptors, see www.qsa.qld.edu.au/5205.html.

<table>
<thead>
<tr>
<th>Standard B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>The student work has the following characteristics:</td>
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<tr>
<td>- a range of vocabulary and grammar is used effectively, but with some errors</td>
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<tr>
<td>- selected cohesive devices are used to link aspects of the text</td>
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<tr>
<td>- register is usually appropriate to the situation</td>
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<tr>
<td>- spelling, punctuation and word order display a reasonable degree of accuracy</td>
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<tr>
<td>- formation of Han-gúl is accurate, but may contain some errors in spelling and/or spacing</td>
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<tr>
<td>- the writer's ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
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<tr>
<td>- written text is organised and is generally coherent</td>
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</tbody>
</table>

Note: Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards.

Key: Degree or qualifier

Element or characteristic
Student response — Standard B

The annotations below show the match to the instrument-specific standards.

Knowing and using language features:
- a range of vocabulary and grammar is used effectively, but with some errors; missing object markers
- selected cohesive devices are used to link aspects of the text
- register is usually appropriate to the situation; student is usually consistent when shifting between plain and polite forms
- spelling, punctuation and word order display a reasonable degree of accuracy
- formation of Han-gúl is accurate, but may contain some errors in spelling and/or spacing

Creating and responding:
- the writer's ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; student developed the story well with the correct opening sentence
- written text is organised and is generally coherent; each paragraph is generally well organised with separate time frame (past to near current)
**Knowing and using language features:**

- A range of vocabulary and grammar is used effectively, but with some errors; despite there being errors in the text, meaning is clear.

- Selected cohesive devices are used to link aspects of the text.

- Register is usually appropriate to the situation; student usually consistent when shifting between plain and polite forms.

- Spelling, punctuation and word order display a reasonable degree of accuracy.

- Formation of Han-gúl is accurate, but may contain some errors in spelling and/or spacing.

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**Creating and responding:**

- Written text is organised and is generally coherent; each paragraph is generally well organised with separate time frame (past to near current).